LEARNING STYLE INVENTORY

This inventory is designed to assess your method of learning. As you take the inventory, give a high rank to those words which best characterize the way you learn and a low rank to the words which are least characteristic of your learning style.

You may find it hard to choose the words that best describe your learning style because there are no right or wrong answers. Different characteristics described in the inventory are equally good. The aim of the inventory is to describe how you learn, not to evaluate your learning ability.

Instructions

There are nine sets of four words listed below. Rank order each set of four words assigning a 4 to the word which best characterizes your learning style, a 3 to the word which next best characterizes your learning style, a 2 to the next most characteristic word, and a 1 to the word which is least characteristic of you as a learner. Be sure to assign a different rank number to each of the four words in each set. Do not make ties.

1) - discriminating	- tentative	- involved	- practical
2) - receptive	- relevant	- analytical	- impartial
3) - feeling	- watching	- thinking	- doing
4) - accepting	- risk-taker	- evaluative	- aware
5) - intuitive	- productive	- logical	- questioning

6)	- abstract	- observing	- concrete	- active
7)	- present-oriented	- reflecting	- future-oriented	- pragmatic
8)	- experience	- observation	- conceptu-alization	- experi-mentation
9)	- intense	- reserved	- rational	- responsible

For Scoring Only

CE	RO	AC	AE
234578	136789	234589	136789

Scoring the Learning Style Inventory

To obtain your score on the four dimensions measured by the inventory, Concrete Experience (CE), Reflective Observation (RO), Abstract Conceptualization (AC), and Active Experimentation (AE), sum each column including only those words whose item number appears under the place for the total score. For example, for CE, total the ranks you have given for words 2, 3, 4, 5, 7, and 8 in the first column. For RO, total the ranks for words 1, 3, 6, 7, 8, and 9 in the second column and so on for AC and AE. Ignore the nonscored words in each column. (Adapted from Kolb, Rubin, McIntyre, 1974, page 23.)

Norms and percentiles have not been established for the community college student. Score on any learning style can vary from 6-24. The higher the score the more that is representative of your learning styles. Do your learning profile scores seem valid to you? How do you characterize the way you learn? What do you think is your greatest strength as a learner? What is your greatest weakness?

APPENDIX B

INTRODUCTION

The researcher using the findings developed in this Major Applied Research Project on student characteristics, learning styles, learning theory and practical aspects of experiential education, developed the following curriculum for Social Science 101, a general education, interdisciplinary course taught at Miami-Dade Community College.

The curriculum was divided into long range goals which would be achieved through a series of short range objectives and their teaching strategies. Both objectives and goals were defined in terms of what the students would be able to do when he had mastered the goal or objective, i.e. in behavioral terms. Unless otherwise stated, it was assumed that students would comply with behavioral terms in writing. When other modes of compliance were preferred, such as oral responses, these were stated. Goals and objectives were written to include cognitive and affective domains of competence, interpersonal skills and thinking skills.

A teaching-learning strategy for each objective was also written. Experiential learning theory, it was found, stressed the student should learn by making decisions and experiencing and evaluating the consequences of his actions. Traditional teaching-learning techniques, such as lecture and use of study guide questions were included, but the emphasis was on using a variety of experiential teaching methods such as social simulations and simulation games.

Behavioral objectives were not written to include the criterion level of achievements. Setting levels of achievement was considered the task of the teacher. Not included in the curriculum itself, but considered vitally important, were other methods of evaluation and of giving students feedback on their participation in experiential learning. This could be done through short reaction reports written by the student or the teacher could evaluate the student using short observation forms. The reason for not including such means of evaluation in the curriculum itself, was the belief that the community college teacher often might not have sufficient time to grade such reports.

Course goals were chosen by reference to the philosophy of experiential education, the philosophy of general education, the text used, A Survey of the Social Sciences (Brown and Brown, 1975), and the description of the course itself. The course description as taken from the Miami-Dade Community College Catalogue of 1976-77 was:

> An interdisciplinary analysis of social interaction, social organization and personality development. There is a major emphasis on culture, its character-shaping functions and its reflection in language, attitudes, values and behavior. Major concepts are selected from anthropology, sociology, and psychology. (Miami-Dade Community College, 1976, page 235.)

In addition to consideration of the course description as stated in the catalogue and in keeping with the philosophy of experiential education, objectives which emphasized the learning of processes, not just content were stressed. The content was largely viewed as a vehicle for process

education. Ability to solve problems, make decisions and seek new experiences were emphasized rather than content.

The philosophy of general education dictated that a balance be struck between constructing a curriculum that "enriches" t.. student's life by broadening his knowledge, and one that gave the student "survival" skills necessary for the individual to be able to satisfy his basic needs and wants in a complex society. Opportunity for enrichment was provided by including a broad range of concepts, processes and models from the social sciences for the student to experience, analyze and draw conclusions from. Opportunities for imparting "survival skills", i.e. skills of working effectively in groups, and problem solving skills, were provided by involving the student in a number of simulation games facilitating interaction and logical rational thinking.

In preparing a course that was tailored to the needs and learning styles of community college students it was hoped that another important goal of the general education would be reached, that the student would experience success in an enjoyable, interesting learning situation. Thus the student would leave the course favorably inclined toward general education and desire to seek further learning experiences which would make his life more meaningful.

APPENDIX C

RATIONALE FOR SOCIAL SCIENCE 101*

The purpose of Social Science 101 is to explore human behavior from a variety of viewpoints. The student will analyze the nature of man, the structure of society and the patterns of social processes. He will relate his own experience to the investigations of the social scientists and subject the hypotheses of social science and his own ideas to critical examination.

The areas of human behavior, society and social processes are studied most by sociologists, psychologists and anthropologists and will be drawn from a great deal for our understandings.

This course aims at giving the student greater awareness of who he is, and what his goals are. Another goal is to increase one's tolerance of, and ability to work with others. By providing the student with a variety of experiences and guidance in participating and learning from an experience the student will learn more about how to participate in and learn from similar "life" situations. A further aim of this course is to provide the student with chances to cope with situations created by the process of social change, unequal distribution of resources and other social processes that underly some of the problems encountered in our society.

---

*Social Science 101 as taught at Miami-Dade Community College - North Campus during 1976-77.

APPENDIX D

GOAL*

Throughout the course, the instructor will develop students' skills of participating in various types of discussions. These include skills in participation in discussions whose purpose it is to: solve problems, air opinions, vent feelings, clarify one's point of view, re-evaluate one's opinions, and gain feelings of acceptance and belonging. (Stanford, 1969.)

OBJECTIVE*	TEACHING-LEARNING STRATEGIES*
Students will get acquainted, experience organization and control for productive discussion, take responsibility to contribute, respond to other contributions, listen carefully, listen to perceive agreement among members, learn and play new roles in discussions, understand why they are important, encourage contribution and experience arriving at consensus. The instructor will devise an observation form for use in giving each student occasional feedback on his mastery of these skills.	Ten lessons are interspersed throughout the course starting with skill and trust building exercises and building up to the teaching of more complex skills. The process of developing group cohesion is undertaken slowly. For example, after a first day get acquaintance exercise, students in small groups will be given a problem to solve such as calculating the average height of the group. Discussion will focus on the processes used, the alternatives available, and on the need for organization and control.
Students at the end of the course will respond with a high degree of agreement that the instructor encouraged participation and discussion, and an atmosphere of participation and trust.	Instructor will encourage all persons to share their ideas openly, without fear of embarrassment, to listen carefully and to re-examine their own feelings and ideas.

*From hereon, the format for all goals, objectives and teaching learning strategies will be the same. The headings will be ommitted.

Instructor will assess the learning styles of students. This will provide him with a rational basis on which to address the various learning styles of his students.

Students will report their preferred learning conditions, learning modalities and learning abilities by answering an essay question asking how they learn best and what their learning strengths and weaknesses may be.	Students will take Canfield and Lafferty's as well as Kolb's Learning Styles Inventories. The results and theories of learning will be discussed in class. Students, after a getting acquainted exercise will share results with each other in small groups. Instructor will use a variety of teaching methods tailored to students who are believed to have special needs.

* *

The student completing the course may be expected to move toward being more receptive and conscious of the impace of new experiences.

The group of students taking this course will, as a whole, show a significant gain, when compared with a randomly matched control group in the following scores of the Personal Orientation Inventory (Shostrom, 1966): Support Ratio (O/I); Self-Actualizing Value (SAV); Existentiality (Ex.); Self-Acceptance (SA); Nature of Man (Nc); Synergy (Sy); and the Capacity for Intimate Contact (C) .	While it is hoped the course will be a factor in producing a significant difference in scores it is assumed that this in itself is not, and that, instead, the modeling of self-actualizing behaviors by the faculty will be the most significant cause. For experimental purposes the hypothesis will be expressed in Null Hypothesis and will be tested for significance at the .05 level. Students will be compared on all scales at the start and at the completion of the course.

* *

Students will learn principles of studying and motivation and demonstrate comprehension by providing definitions and application by providing personal examples.

Students will demonstrate comprehension of learning plateau, Thorndike Effect, learning set, rate of forgetting with and without review, positive and negative transfer, comprehension and how to study for comprehension by providing definitions upon request and will demonstrate ability to apply this knowledge by criticism of a sample of incorrect study habits.	Exercise in which students are asked to recall what they have heard in a previous lecture, inductive questioning and further lecture with examples. Practice in application through joint criticism of a case study.

* *

Students will be able to distinguish between topics and types of conclusions likely to be of interest to sociologists, psychologists and anthropologists.

Students will show comprehension of typical areas of interest, methods used and hypothesis likely to be formulated by sociologists, psychologists and anthropologists, by classifying samples of work, hypothesis, and types of methods used according to discipline.	Brown, G.D., and Brown, D. A Survey of the Social Sciences. New York: McGraw-Hill Book Company, 1975. (Hereafter A Survey of the Social Sciences will be simply referred to as "text".) Study guide questions (Hereafter referred to as SGQs) and discussions with samples of work, methods and hypothesis for students to classify.

* *

Throughout the course students will experience and report their experience with different instructional materials and means of instruction.

Students will periodically comment on different methods of teaching.	Different materials will be used and evaluated. The following questions used to periodically assess a particular technique: "List all the negative influences on your learning with respect to the use of the game Starpower. List all the positive influences on your learning with respect to the use of the game Starpower."

* *

Throughout the course the students will use observational and analytical skills. They will enlarge their perceptual fields through exploration, re-examine their own stereotypes and assumptions and show awareness of the multiplicity of ways in which individuals and society cope with their problems. They will also be able to verbalize attitudes, perceptions and tentative conclusions, either orally or in writing.

Students will demonstrate use of analytical skills by providing conclusions and evidence to support conclusions. They will do so in writing or orally. Their attention to alternate conclusions and evidence will be noted either by their participation or in short essay form.	Students will participate in a variety of experiential teaching-learning strategies, and in their debriefing exercises.

* *

Students will describe the effects that culture, culture relativity, and ethnocentrism may have on individual beliefs, values, behavior, and intergroup communication and behavior.

Students will demonstrate understanding of the concept of culture and how one may develop counterproductive attitudes, mispercieve events, and communicate poorly when interacting with another culture or subculture, by answering in writing the question: "Anyone playing this game would conclude that ....?"	Students will participate in the simulation gama Bafá Bafá. Participants are divided into Alpha and Beta groups or cultures, they learn prescribed sets of norms for their particular society. Each culture sends three persons at a time from the group to visit the other culture and bring back reports of their experiences. Visitors are allowed to observe and interact but are prohibited from asking specific questions about rules. Based on the information gathered by successive visitors, each group develops and refines hypothesis about the other culture. Source: Simile II, 218 12 Street, P.O.Box 910, Del Mar, California, 92014.
Students will demonstrate comprehension and application of culture, culture relativity and ethnocentrism by labeling	Debriefing of simulation game Bafá Bafá in which labels for experiences are provided by instructor. Also text and SGQs.

new definitions and examples of these terms.	
Students will demonstrate understanding the effect of culture on customs by not labeling a strange custom as "primitive" and/or labeling such as socially conditioned.	Post-game discussion of Bafá Bafá.
Students will demonstrate that they appreciate that Indian cultures may be neither primitive and strange but as suited to a certain environment, by rejecting statements that make the opposite case.	Post-game discussion of Bafá Bafá. Test, SGQs.
Students will demonstrate ability to distinguish between folkways, mores, norms and values by labeling new examples as such. Students will demonstrate they understand consequences of holding ethnocentric beliefs by listing these.	Students will read the article "Body Ritual Among the Nacirima," by Horace Miner. Source: American Anthropologist, 58, 3 1956. In this essay on the health practices of the "Nacirema" (American spelled backward), Horace Miner employs the technique of looking at something familiar as though it were something strange. This will be discussed along with the role of ritual and customs in American and any culture. Students will also be asked to pick out examples of folkways, mores and values, and ethos. They will discuss some of the difficulties of understanding other cultures.
Students will demonstrate understanding of biological nature of man and its implication for culture by choosing correct generalizations regarding these conditions. Students will show understanding that culture is what enables man to survive and control his environment by choosing the term culture from among other choices such	Movie: Miss Godall and the Wild Chimps. Film stresses Goodall's findings that chimps have "culture" and are similar to humans in many ways. Students will be asked to identify cultural and physical differences between man and chimp. Inductive discussion in which students are asked for examples of culture, how the environment conditioned the culture, and how and why

as instinct, etc.

Students will demonstrate understanding that culture is man-made by rejecting statements to the contrary.

man's culture is different. Source: Films Incorporated, 5589 New Peachtree Road, Atlanta, Georgia 30341.

* *

Students will name the conditions under which Indians of the Northern Plains live, and speculate as to the causes of these.

Students will demonstrate awareness and understanding of the problems faced by Indians living on the Northern Plains Reservations through comments on their experience in the game Indian Reservation and by answering in writing the question: "Anyone playing this game would conclude that ...." Answers will be shared and discussed in class. Supporting evidence will be sought to students' statements. Time may allow further research of conclusions in journals.

Students will participate in the simulation game Indian Reservation. Participants become members of one of four families, ranging from full-blooded to quarter-blooded Indian, living on an Indian reservation of the Northern Plains. Each family has from three to eight members who experience the problems encountered by Indians as they seek education, employment, and deal with tribal politics, all within a structure created and administered by Indian Affairs. Source: Institute of Higher Education Research and Services, the University of Alabama, P.O.Box 6293, University of Alabama 35486.

* *

Students will be able to describe social stratification such as it may exist in the United States and point out costs and advantages to those who find themselves at various places within this and other social stratification systems.

Students will demonstrate recall of the dimensions of social stratification by matching definitions with labels.

Text. SGQs.

Students will demonstrate knowledge of the meaning of the term "social stratification" by matching appropriate definitions.	Test. SGQs.
Students will experience the various behaviors inherent in the roles a player is forced to act out via his change in status, and the dynamics of stratification in the social class system. They will demonstrate their awareness of this experience by filling out a work-sheet and participation in structured debriefing.	Life Game and debriefing. Each player is given currency and diplomas, enters the "market place of society" where he is "free" to move up the ladder of success. Must deal with social situations. Structured debriefing. Source: Baldridge, 1975, page 132.)
Students will experience the difficulty of social mobility and survival for those who do not possess "resources" needed for mobility, and the frustrations of being poor, and by experiencing the dynamics of stratification, the social class system, and social institutions. They will acquire greater empathy for the poor.	Post-game discussion of Life Game.
Students will experience acting out different roles as they change from ascribed to achieved status. They will apply understandings of status by choosing examples of achieved and ascribed status, and listing their own ascribed status.	Post-game discussion of Life Game.
Students will identify from a list which income is considered below the poverty line and what percent of the population falls below this line.	Test. SGQs.

Students will choose from a list the percent of the people on welfare and the percent of people on welfare that are able bodied.	Test. SGQs.
Students will experience the use and mis-use of power in a competitive society and they will relate these ideas to social stratification. They will demonstrate this understanding by participating in defining the social model of the game and in reaching the conclusions about it. They may also demonstrate this knowledge by being assigned an essay in which conclusions reached from playing the game and the data these conclusions are based on are explained.	Students will participate in the simulation game Star-power. A three-leveled society is built by distributing wealth in the form of chips and then allowing groups to trade for wealth to progress from one level to another. Once the most wealthy society is established it makes the rules of the game. Debriefing should help the participants uncover their feelings, and conclusions and also should focus on how game should be redesigned so that cooperation rather than competition should be present. Source: Simile II, 218 12th Street, P.O.Box 910, Del Mar, California 92014.
Students will label the society without the opportunity for mobility, and ascribed status as caste system and label the system with mobility and ascribed status as class system. They will demonstrate awareness of the possible different systems of motivation, ideology and values by aiding in the contrasting of the two. They will also respond to the idea of the social costs of each system by aiding in the listing of these.	Test. SGQs. Discussion of SGQs.
Students will demonstrate understanding of mobility by responding to true-false statements that assess whether students believe some of the more prevalent "myths" about social mobility and whether they understand its costs and criteria of "success". They will demonstrate awareness of	Post-game discussion of Life Game which includes listing costs and advantages of open class system. "Competitive". Movie: But What if the Dream Comes True? Movie portrays people who have achieved the things they have worked for all their lives. Students are asked to list the

the cost of the "American Dream" by participation in discussion.	problems and rewards. Open-ended question to encourage students to think and value their own ideas as well as the ideas of others, "Does the American Dream need more than money, status and comfort?" Source: Columbia Broadcasting System, 382 Madison Avenue, N.Y., N.Y., 10017.

* *

Students will examine their basic values in relation to various aspects of life and describe them in a short essay.

Students will demonstrate understanding of their basic values by writing an essay in which they explore their feelings towards themselves, their friends, their family, society etc., as they relate to the decisions in Humanus. Students will be given step by step guidelines for doing this.	Students will participate in the social simulation Humanus, in which students become members of a "survival cell" that has to make certain decisions if they are to survive. After the simulation each group is to explore the question of "why" they made the decisions they did. Differences in decisions between groups, the reasons for these differences, and consequences of these different decisions will also be explored. Source: Simile II, 218 12th Street, P.O.Box 910, Del Mar, California 92014.

* *

Students will describe how social expectations and other social factors influence deviation and conformity.

Students will demonstrate understanding of dynamics of labeling and stereotyping by answering the question, "Anyone participating in this game as a labeled person would experience...."	Simulation Exercise: Who's Sick. Illustrates that once someone looks for deviant behavior, it is likely to be easy to find, also how those who are labeled as "deviants" begin to think of themselves as such. Inductive discussion will lead to exploration of concepts of social pressures, and "labeling" theory of deviation.(Baldrige, 1975, page 112.)

Students will show understanding of degree to which society produces conformity by choosing generalization regarding opportunities for autonomy.	Test, SGQs. Lecture. Listing forces of social control, then examining question, "Is there too much social control? What form does it take?" Lecture will start with movie: Refiners Fire. It is an animated abstract ballet about conformity. The characters of the films are squares and circles which take on human characteristics as they take on conflict that arises between an established society and its idealistic members who discover and preach a new truth. Source: Multi Media Presentation, Garden City, N.Y. 11530. Experiences from participation in earlier simulations will also be drawn for either side of this argument.
Students will demonstrate comprehension of concepts of social control and sanctions by choosing new examples of each and do the same for the concept of socialization and socializing influences.	Test, SGQs.
Students will demonstrate a receptiveness to the idea that social deviation has positive and negative aspects by listing each and labeling an example of positive deviation.	Inductive discussion. After students classify examples of positive and negative deviation. Discussion of Refiners Fire.
Students demonstrate their receptiveness to the idea that labeling is both self-fulfilling and alienating through participation in discussion and correct answers to true-false statements.	Post-game discussion of Who is Sick?
Students will demonstrate that deviation is a phenomenon requiring social labeling by choosing statement to that effect from other statements.	Debriefing of Who is Sick?

Students will be responsive to idea that definitions of deviation vary from time to time and society to society by providing examples and by attending to the examples given.	Inductive discussion through examples rounded by instructor.

* *

Students will describe the work of policemen, their problems and the manner in which police can be expected to view the problems of society. They will examine and report on their own attitudes toward authority. They will also report on how six different interests groups view increased violence in the minority section of a city, provide reasons for these views and experience conflict and resolution processes.

Students will demonstrate understanding of police work by identifying statements about the role of police, their problems, as either true or false.	Student will play Police Patrol, a role playing situation which asks students in groups to handle actual cases. Students play the roles of police, suspected criminals, and citizens in need of help. Authenticated cases are used. Sourse: Simile II, 218 12th Street, P.O.Box 910, Del Mar California 92014.
Students will gain insights into attitudes and interests of six social groups, including ethnic and class groups, the nature and complexity of social forces, the need to work together to accomplish something and gathering, manipulating and interpreting data of the activity for meaningful decisions. They will demonstrate understanding of the situation by the decisions he makes and his questions and contributions and written answers to questions.	Social Simulation: Law and Order in Polis City. Participants assume roles of community members and leaders in an attempt to find a solution to the increased violence in the minority section of Polis City. Source: Stem, P.O.Box 393, Provo, Utah 84601. Each of six groups has own perception, attitudes, resources, which it uses to achieve goals.

* *

Students will describe the effects of and attend to examples of prejudice and discrimination.

Students will demonstrate ability to apply knowledge of the meaning and characteristics of ethnic, racial and minority groups by choosing correct labels and examples.	Text, SGQs. Movie: The Prejudice Film. The students are to look for the historical origins of prejudice, and list the contemporary forms of prejudice. Source: Avanti Films, Motivational Media, 8271 Melrose Ave., Los Angeles, California 90046.
Students will demonstrate they can distinguish between prejudice and discrimination by choosing between examples of the two.	Post-film discussion. The Prejudice Film.
Students will demonstrate a negative response to idea of prejudice by giving and attending to personal examples of discrimination and/or prejudice.	Post-film discussion. The Prejudice Film.
Students will demonstrate they know causes of prejudice by choosing examples.	Post-film discussion. The Prejudice Film.
Students will choose statement which summarizes the situation of discrimination today with regard to employment and housing opportunities for blacks, thus demonstrating the knowledge he has of the subject.	Text, SGQs.
Students will demonstrate they recognize the behavior of a bigot and some of the reasons for his behavior by responding correctly to true-false statements.	Movie: Bill Cosby on Prejudice. Students will attend to examples of hatred toward minority groups, recall these examples, and discuss the prejudices which are experienced by all. Source: Pyramid Films, Box 1048, Santa Monica, California 90408.

* *

Students will distinguish among types of social movements. They will be able to identify their attitudes, and the attitudes of others towards the Women's Liberation Movement and the effects of discrimination and Women's Liberation on the status of women.

Students will attend to and compare assumptions and tactics of various types of social movements.	Social simulation: Senario of a Social Movement. Interest groups with different philosophies of social change set out to solve the problems of a school. In this activity, students in groups usually arrive at radically different solutions and tactics based on both their roles and approaches to change. Source: Baldridge, 1975, page 198.
Students will observe how groups can arrive at radically different solutions and tactics based on both their roles and approaches to change. They will show they can associate tactics and outlooks with social movements in matching questions.	Post-game discussion.
Students will choose from a list the description of the most widely held theory of social change.	Text, SGQs.
Students will identify from a list those factors which constitute to the success of a social movement.	Text, SGQs.
Students will orally express conceptions of male-female roles, they will attend to and answer opposing views and will participate in conflict resolution and consensus seeking.	Social Simulation. Polarization - Students are divided into groups based on their answers to opinionnaire on Womanhood. Most achieve a consensus on a point of view about a case study given to them and try to persuade other groups to accept their particular viewpoints. Source: Baldridge, 1975, page 204.

Students will demonstrate he knows the place of women as a minority group by selecting correct statement on the matter.	Text, SGQs.
Students will demonstrate that they understand the effects of discrimination against women by correctly choosing from a list of professions where women are under-represented in comparison to men.	Text, SGQs.
Students will be able to choose a statement of the probable impact of the Equal Rights Amendment from among incorrect statements.	Text, SGQs.

* *

Students will be assigned or will select articles from Human Behavior Magazine; by their attending to and commenting on these articles they will demonstrate interest in and appreciation of the usefulness of work of social scientists.

Students will select articles of interest to read. They may be asked to write abstracts and reactions or, in the case of large classes, be expected to answer true-false questions.	Students will subscribe to three monthly issues of Human Behavior Magazine and be asked to read articles of interest, pertaining, when possible, to the subject being considered at the time. Source: Human Behavior Magazine, Mason Western Corporation, 12031 Wilshire Blvd., Los Angeles, California 90025.

* *

Students will differentiate between neurotic and psychotic behaviors and alternate explanations of these behaviors.

Students will choose definition of neurotic in contrast to psychotic in a true-false statement. Students will indicate the role of fear and defense mechanisms in neurosis by answering true-false statements regarding these.	Text, SGQs. Examples of over use of defense mechanisms, discussion of fearful ideas to present students with possible motives for overuse of defense mechanisms in neurosis.

Students will volunteer fears they have and be receptive to the idea that neurosis may be caused by fears. Later, students will respond to idea that neurosis is explained by operant conditioning.	Lecture: Students provide examples for "fear thermometer" - ranging from slightly to very fearful examples.
Students will differentiate between normal and neurotic ideation in a multiple choice question.	Text, SGQs. Transparency with contrasting behaviors of "normal" and neurotic.
Students will be able to suggest, orally or in writing, various ways in which mass media may contribute to neurotic ideation. (Everyone should love me, I must be successful in all things, images of romance and love, etc.)	Examples of role of the mass media in establishing criteria of success and other criteria.
Students will demonstrate knowledge of the definition of psychosis as distinct from neurosis by labeling examples of each.	Lecture: Definitions of American Psychiatric Association given and discussed.
Students will choose from examples one that illustrates the preferred manner of viewing those who have had a mental illness.	Text, SGQs. Contrast of traditional vs. modern views and treatment of mental illness including latest efforts at "deinstitutionalizing" the treatment of mental illness.
They will experience the consequences of "labeling" in a stereotyping exercise.	Social simulation: Who is Sick? Labeling exercise, discussed earlier should give feel for how it feels to be on receiving end of labeling.
Students will apply understandings of the meaning of functional and organic causes of mental illness by correcting labeling statements containing different causes as being true or false.	Text, SGQs.
Students will demonstrate awareness of mental illness as a curable illness by responding	Text, SGQs. Lecture, and later exercise in which student participates in a labeling exercise.

correctly to true-false statements on the nature of mental illness.

* *

Students will learn about the nature of defense mechanisms and be able to demonstrate application by labeling new definitions and examples.

Students must label newly worded definitions of defense mechanisms, as well as apply their understandings by labeling defense mechanisms arising as a result of experiencing frustration in a classroom situation. Students must also respond to true-false statements regarding the reasons for the use of defense mechanisms and the effects of their use.	Text, SGQs. Discussion of videotape: Defense Mechanisms. Videotape provides characteristics and illustrations of rationalization, regression, compensation, reaction formation, projection, displacement and fantasy. Students are to list characteristics and examples and are to answer the questions, "How vulnerable is the ego to any conflict or anxiety, how does distortion of reality help soothe the ego and how can defense mechanisms at times be helpful or harmful?" Source: Coast Community College, Costa Messa, California.

* *

Students will demonstrate knowledge of and ability to apply the concept of the self concept, its theoretical role in perception and self-actualization, by labeling new examples as either true or false.

Students will indicate knowledge of the meaning of the term "perception", the effect of self concept on perception, and the influence perception is believed to have on behavior, by indicating correct statements on a multiple choice question.	Text, SGQs. Discussion of movie: Eye of the Beholder. Students are to look for examples of psychological projection influencing behavior, and discuss the role of self concept of this process. Source: General Electric Educational Films, Corporations Park, Building 785, Scotia, N.Y. 12302

Students will indicate knowledge of some of the ways it is believed self concepts are formed by selecting correct from incorrect statements on a multiple choice question.	Text, SGQs. Illustrations from lecture.
Students will select statements that correctly indicate what factors Humanists believe are responsible for developing positive and negative self concepts.	Text, SGQs. Class discussion.
Students will select statements on the influence of self concept on behavior as seen by the Humanistic Psychologists.	Text, SGQs. Class discussion.

* *

Students will learn to differentiate between self-actualizing and non-self-actualizing behaviors and interpersonal relationships, and will demonstrate their learning by classifying and attending to examples of self-actualizing behaviors in role playing exercises.

Students will list the characteristics of self-actualized behavior.	Text, SGQs. Discussion.
Students will demonstrate knowledge of self-actualization by selecting examples or non-examples of self-actualized behavior.	Role playing situations devised by instructor.
Students will demonstrate understanding of self-actualized behaviors by giving examples and non-examples from his own life, or of people he knows.	Instructor-made board game where students draw chance cards requiring definitions and examples.
Student will demonstrate his knowledge of self-actualization by giving and defending an example of making a decision that reflects self-actualizing values.	Requirement in board game mentioned above.

* *

Students will be able to describe principles of modeling, operant and classical conditioning, and will be able to contrast the behavioral approach to understanding personality to those of the Humanist and Psychoanalytical schools.

Students will demonstrate knowledge of the principles upon which the design and operation of a Skinner Box are based, by selecting correct from incorrect descriptions of how the box operates, and its use in conditioning. He will show interest in its operation by asking questions regarding it.	Inductive lecture in which students first view videotape: Operant Conditioning. Tape illustrates the use of operant conditioning in a variety of training situations. Source: Coast Community College, Costa Mesa, California. Students are asked to list principles, then these are demonstrated with an actual rat and Skinner Box brought to class.
Students will demonstrate ability to contrast the approaches to behavior modification of the behaviorist with the psychotherapeutic school correctly labeling new examples of each.	Discussion of Operant Conditioning in which students are asked to suggest how approaches to a specific example would be different.
Students will demonstrate knowledge of behavioral psychologist's approach to punishment by choosing correct from incorrect statements. One multiple choice question would deal with appropriate kinds of punishments a behavioral psychologist would use, and another with his attitudes toward use of punishment.	Text, SGQs. Review.
Students will show they can apply principles of shaping, negative reinforcement, primary and secondary reinforcement by choosing correct from incorrect examples on a multiple choice question.	Text, SGQs. Review, Discussion of Operant Conditioning.
Students will demonstrate they understand the principles of operant conditioning, by writing a short statement in which they illustrate with examples how "the world is actually a large Skinner Box."	Text, SGQs. Review, discussion of Operant Conditioning.

Students would experience an example of behavioral therapy, understand how feedback has been used in a variety of treatments. He would seek out, if he feels he needs it, therapy on relaxing for tests.	Bio-feedback machines would be brought to class, demonstrated and explained. Students who experience test anxiety (as observed by difference between knowledge and test results) would be advised about the availability of counseling, and of bio-feedback therapy.
Students will demonstrate they understand objections to behavioral school and the answers to these objections by selecting true-false statements.	Text, SGQs. Review.

* *

The student will learn explanations of the personality of the Freudian school of thought, and given a case study, be able to contrast these with those of the behavioral, and humanistic points of view regarding formation and change of individual behavior.

Students will be able to label definitions and examples of parts of the personality and give examples of their function according to Freud. Students will demonstrate comprehension by selecting correct statements made about the principle dynamic of the personality and how normal functioning is achieved according to Freud.	Text, SGQs. Students will review with each other and learn through recitation and examples the principles of psychoanalysis, stages of development, parts of the personality, and defense mechanisms by playing a board game where advancement depends on their defining and give examples. Instructor prepared board game in which students advance to become successfully functioning individuals, with problems and examples they must give along the way in the form of chance cards.

* *

Students will be able to classify theories of therapy as pertaining to either the Freudian, Behavioral or Humanist school's of thought, and to describe theory underlying each.

Students will demonstrate recall of how transference works by selecting the	Text, SGQs. Discussion.

correct statement about its processes from among incorrect statements on a multiple choice question.	
Students will demonstrate interest in the process of psychoanalysis by asking questions of the instructor.	Students will be given examples of how psychoanalysis works and the end goals of psychoanalysis.
Students will demonstrate that they understand psychoanalysis, how it works, and its goals, by choosing incorrect from correct statements on a multiple choice question.	Examples of dream analysis and of how therapists with training in the behaviorist and humanists theories are treating the same case.
Students will generalize about how the process of therapy works, by participating in class discussion.	Discussion in which students will be asked to generalize about the process of therapy from the three case studies which are believed to be typical of different approaches to therapy, presented above.
Students will demonstrate they know the views of Freud regarding man's rationality vs. irrationality, by choosing a correct statement on a multiple choice question.	Lecture in which the issue of rationality and irrationality is discussed and examples given.

* *

APPENDIX E

GEORGE H. EMERSON
Miami-Dade Cluster

George was born in San Francisco, April 14, 1941. His father was a research chemist, his mother an artist and his brother is a practicing financial analyst.

George grew up in California, in the Los Angeles area. When he was fifteen he lived a year in Mexico learning Spanish well enough to earn an elementary school certificate. He enjoyed living in Mexico immensely and was prepared to finish his education there when a leg injury brought him back to the States. He finished the last three years of high school at a boarding school in New Mexico.

He stayed in Albuquerque to receive a Bachelors of Arts from the University of New Mexico with a major in Latin American Studies. He returned to Mexico for two summers of study at the National University in Mexico City.

He then studied at the School of International Service of American University in Washington, D.C., and received an M.A. in International Relations. He worked for Latin American Gulf Oil as an economic analyst for a short while. In 1967, he began teaching the general education Social Science 101-102 course at Miami-Dade Community College. Since then, he has taught in a variety of programs including: Micro-College, Bilingual Studies, Latin American History, and Education 101. He is sponsor of Phi Theta Kappa, the National Junior College Scholastic Honorary

Society and active in curriculum development.

While in Miami he met his wife, Sunny, who is a reading specialist. They have two sons.

SIGNATURE PAGE

I certify that I have read and am willing to sponsor this Major Applied Research Project submitted by GEORGE H. EMERSON. In my opinion it conforms to acceptable standards and is fully adequate in scope and quality, as a Major Applied Research Project for the degree of Doctor of Education at Nova University.

Joe Cook

Joe Cook, Ed. D.,
MRP Advisor

I certify that I have read this Major Applied Research Project and in my opinion it conforms to acceptable standards for a Major Applied Research Project for the degree of Doctor of Education at Nova University.

George Mehallis

George Mehallis, Ph. D.,
Cluster Coordinator

This Major Applied Research Project was submitted to the Central Staff of the Nova University Ed.D. Program for Community College Faculty and is acceptable as partial fulfillment of the requirements for the degree of Doctor of Education.

Leland L. Medsker

Leland Medsker, Ed. D.,
Central Staff Committee Member

UNIVERSITY OF CALIF.
LOS ANGELES

DEC 29 1977

CLEARINGHOUSE FOR
JUNIOR COLLEGES